# Year 1 Maths Long Term Plan

**Our Rationale:**

At Courthill, we encourage children to become **confident** and **enthusiastic** mathematicians. We understand the importance of not capping the children's abilities and because of this, the children are inspired to be the best mathematicians they can be. It is our ethos, vision and our drive for ALL children to succeed at Courthill and as a result children enjoy mathematics and become life-long learners in the subject.

Our planning is based on small steps. Each year group develops a long term overview of the progression over the year before breaking this down into medium and short term planning. Through the longer term planning, mathematical concepts are carefully sequenced across the three year groups and will build on mathematical knowledge systematically over time. Each lesson is designed to work through the topic in small steps. It is of great importance to us at Courthill that the small steps build upon one another and this leads to a logical path for children to follow and therefore prevents gaps in knowledge. When teaching a new skill for the first time we follow the 'Gradual Release of Responsibility' model. This model follows the 'I do, we do, you do and you do it alone' ethos and it supports the transference of a skill into the children's long term memory.

| **Topic** | Autumn 1 - Around the UK - 7 ½ weeks | Autumn 2 - Famous Faces - 7 weeks | Spring 1 - Under the sea - 6 weeks | Spring 2 - Castles & Knights - 6 weeks | Summer 1 - Wheels, wings and other things - 6 weeks | Summer 2 - Amazing Achievers - 7 weeks |
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| **Maths Topics** | Place value within 10 - 5 weeks<br>Addition and subtraction (within 10) – 2 weeks | Subtraction and subtraction (within 10) – 4 weeks<br>Shape – 2 weeks<br>Consolidation - 1 week | Place value (within 20) – 3 weeks<br>Addition and subtraction (within 20) – 3 weeks | Place Value (within 50) – 2 weeks<br>Length and Height – 2 weeks<br>Mass and Volume – 2 weeks | Multiplication and Division - 3 weeks<br>Fractions – 2 weeks<br>Position and Direction – 1 week | Place Value (within 100) – 2 weeks<br>Money – 1 week<br>Time – 2 weeks<br>Consolidation based on assessment |
| **National Curriculum Objective** | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.<br><br>Represent and use number bonds and related subtraction facts within 20<br><br>read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs | Represent and use number bonds and related subtraction facts within 20<br><br>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs<br><br>Read and write numbers from 1 to 20 in numerals and words<br><br>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br>Recognise and name common 2-D and 3-D shapes | Add and subtract one-digit and two-digit numbers to 20, including zero<br><br>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.<br><br>Represent and use number bonds and related subtraction facts within 20 | Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br><br>Given a number, identify one more and one less<br><br>Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]<br>Measure and begin to record lengths and heights<br><br>Compare, describe and solve practical problems for mass/weight<br><br>Measure and begin to record mass/weight | Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher<br><br>Recognise, find and name a half as one of two equal parts of an object, shape or quantity<br><br>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity<br><br>Count in multiples of twos, fives and tens<br><br>Describe position, direction and movement, including whole, half, quarter and three-quarter turns. | Sequence events in chronological order using language.<br><br>Recognise and use language relating to dates, including days of the week, weeks, months and years.<br><br>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.<br><br>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br><br>Given a number, identify one more and one less |